

1973

Explorer [Evening Division] 1973

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*What is our life but a succession
of preludes to that unknown song ...*

Alphonse de Lamartine

LA SALLE COLLEGE

LA SALLE EVENING COLLEGE EXPLORER STAFF

Bob Verna '73
Editor-in-Chief

Bruce Cavanagh '75
Photo Editor

Toni Stabilito '75
Literary Editor

Sue Bowers '77

John Shawaryn '72

Jack Maxwell '73

Dottie Meussig '73

Vince Hehl '72

November 1, 1972

Mr. John Duffy
Chairman - Publications Board
La Salle College
20th & Olney Avenue
Philadelphia, Pa. 19141

Dear Mr. Duffy:

In an effort to comply with the board's request, the staff of the Evening Division Yearbook has drawn the following guidelines as an indication of what we feel La Salle's yearbook should be.

La Salle College is not just a place, it is people -- and their identities are what this yearbook is about. On the average, an Evening Division student devotes eight to ten years of his life in pursuit of a degree at La Salle. What those eight to ten years consist of to the class of '73 should be reflected in their yearbook. Our mission is to find out the types of people who are going to the La Salle Evening Division and how we can best portray their college experience. To accomplish this, a questionnaire was sent to all graduating seniors.

An Evening Division student straddles three worlds -- academic, social, and business. Our basic philosophy is that the Evening Division students' on-and-off campus lives are constantly interacting. Therefore, interviews of instructors, photographs of campus life and activities, such as the '73 Senior Socials, and representative photos of some students' full-time jobs and home lives are being included to present an overview of what being an Evening Division student really means.

Although the emphasis is on the class of '73, this yearbook is also about the many facets of La Salle College. Because it is small, La Salle has managed to maintain a very human atmosphere, which sets it apart from other area schools. We would like to convey this atmosphere in our yearbook as a memory for our '73 graduates, as well as an indication to potential students that there is an alternative in education -- there is La Salle.

Sincerely,



Robert R. Verna
Evening Division Yearbook Editor

cc: Mr. Gerald T. Dees
Dr. Thomas N. McCarthy



Vince

John

Bruce

Bob

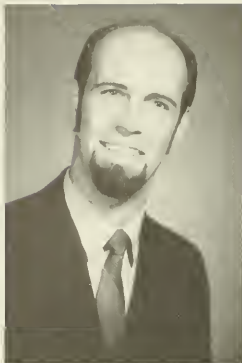
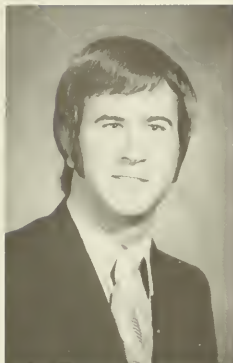
Sue

Toni

Jack

Dottie

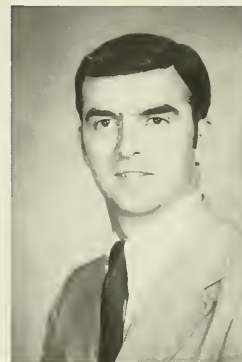




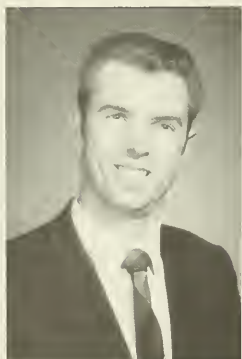
ROBERT L. ANDERSON ... 108 Baird Ave., Mt. Ephraim, N.J. 08059 ... B.S. IN MANAGEMENT.
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HENRY (Ron) BARTUS ... 317 Holstein St., Bridgeport, Pa. 19405 ... B.S. IN MARKETING ... Student Congress, Marketing Association, ALPHA SIGMA LAMBDA Honor Fraternity.



GEORGE F. BASTIAN ... 490 Burgundy Dr., Southampton, Pa. 18966 ... B.S. IN BUSINESS ADMINISTRATION.
WILLIAM B. BAUGH ... 6320 Ross St., Philadelphia, Pa. 19144 ... B.A. IN HISTORY ... Editor, EVENING COLLEGIAN, Who's Who.
JOSEPH F. BEAUMONT ... 134 Robbins Ave., Rockledge, Pa. 19111 ... B.S. IN ELECTRONIC PHYSICS.



WILLIAM R. BECK ... 302 Mt. Pleasant Ave., Ambler, Pa. 19002 ... B.S. IN MANAGEMENT ... S.A.M.
MAX H. BEHRENS ... 77 Woodlawn Rd., Warminster, Pa. 18974 ... B.S. IN PHYSICS ... IEEE.
JOSEPH C. BEYER ... Trewigtown Rd., Colmar, Pa. 18915 ... B.S. IN MANAGEMENT.



GEORGE J. BLAIR JR ... 738 Roseland Ave., Philadelphia, Pa., 19111 ... B.S. IN BUSINESS ADMINISTRATION ... Senior Social Committee.
JOHN H. BLEATTLE JR ... 737 Aston Martin Dr., Lindenwold, New Jersey 08021 ... B.S. IN MANAGEMENT ... Student Congress, Chairman of Book Exchange, S.A.M., President, 72-73, Presidents' Council.
ARTHUR W. BLOWE JR ... 3854 N. Smedley St., Philadelphia, Pa., 19140 ... B.S. IN FINANCE.

REV. JOHN E. MULGREW

"I perceive a growing interest in academic matters. Perhaps, better, a genuine interest in intellectual growth rather than merely putting in time for a degree. Women have contributed greatly by their presence. They have helped to make it an open community, open to various opinions and interests, open to the search for truth."

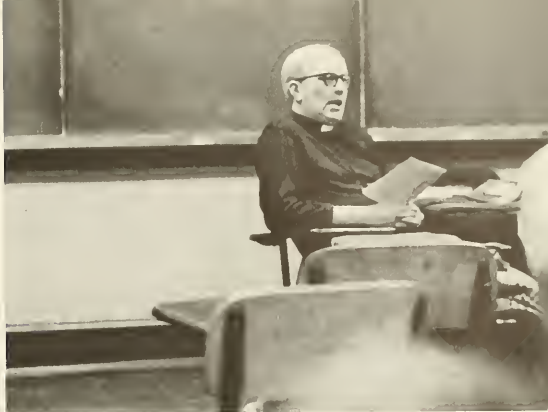
Y: What do you hope your students will take from your class?
"... Mostly an attitude that comes from a realization that religion is an adult matter. Religion is rich in intellectual content that has a relevance for one's everyday life. If I get my students to take religion and its study seriously and have pointed them in the direction of further study and investigation, then the course has been profitable. Changes in the Church have affected students. There is a more pronounced questioning attitude in students about the Church, even its most basic assumptions. This is good. They see faith now not so much as intellectual assent to a series of propositions, but as a personal encounter with a saving God that transforms one's life and fills it with direction and meaning."

"It was a privilege just to be one of his students. I can not express in words just how much richer I am because of what I learned." H. Collins

MR. CHARLES A. HALPIN, JR.

Evening division students today—as several years ago—are mature, industrious, and conscientious within the degree that their work and family responsibilities permit them to be. My fall class—1972-1973—was the finest group of students I ever had. Changes I would like to see? More opportunities for contact outside of the classroom with students and faculty. I would also like to see more reading by our students, especially common reading like a book-of-the-month which everybody would be reading and for which even student and faculty members would be responsible . . . Well, as I tell all of my students the first day of class—"I don't think what I am about to teach is the most important subject in the world, or that I am the last citadel of truth." I would like my students to take away a sense of humor, an empathy for the problems of their fellow man, and a remembrance of some of the simple managerial principles I advocate, like "Don't make any decisions you don't have to make" and "always put off to tomorrow what you don't have to do today."

"Excellent instructor who is willing to devote more than the required time to students best interests." J. Kane



Rev. John E. Mulgrew, *Theology*

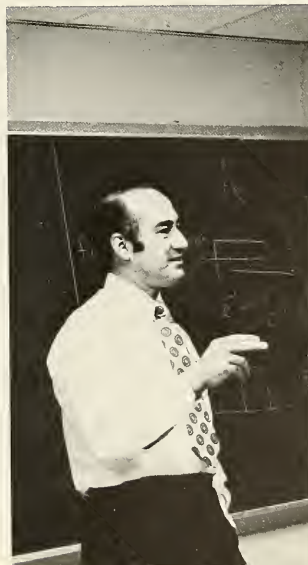


Mr. Charles A. Halpin, Jr., *Management*

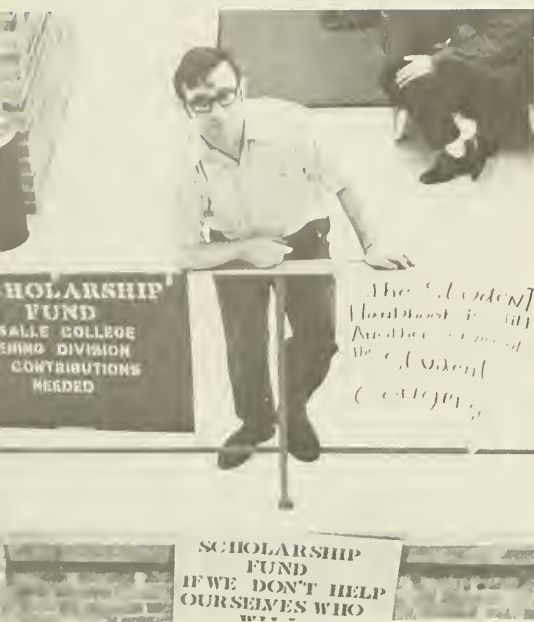
DR. JUAN J. AMODEI

I have not seen very significant changes (at LSC in the past eight years) either in the attitudes or interests of our students. I would like to see La Salle continue to offer a unique opportunity for a high quality evening education, but allowing for higher freedom of choice of courses by the students within academically pertinent areas. I would also like to see a slowing of the trend to make the Evening Division a mirror image of the day school, lest we should lose our advantages as an institution efficiently designed around the experience, maturity and needs of the evening student. My hope is that the students will leave with the satisfaction and confidence inspired by greater understanding of scientific principles and tools of technology, with the excitement and eagerness that will push them to learn more, and with the humility that will allow them to admit ignorance so that their learning process never stops.

"Extraordinarily interested in seeing students learn that which will be of use after graduation." T. O'Brien



Dr. Juan J. Amodei, *Physics*



RAY REGAN

Student Congress President '71-'72-'73







Some of the most
famous leaders of
the '70s, as seen
in a collage.



WILLIAM JAMES BOBBITT JR . . . 1003 Yeadon Ave., Yeadon, Pa., 19050 . . . B.S. IN MARKET-
ING.

JAMES J. BOWDREN . . . 4154 Magee Ave.,
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EMATICS . . . IEEE, Student Congress, Math
Club.

MICHAEL J. BOWDREN . . . 520 E. Clearfield
St., Philadelphia, Pa., 19134 . . . B.S. IN ELEC-
TRONIC PHYSICS . . . IEEE.



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ADMINISTRATION.

ROSE W. BRODSKY . . . 7811 New Second St.,
Philadelphia, Pa., 19117 . . . B.A. IN ENGLISH
EDUCATION . . . Secretary, SENIOR CLASS;
ALPHA EPSILON; Managing Editor, EVENING
COLLEGIAN, Who's Who.

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Philadelphia, Pa., 19154 . . . B.S. IN BUSINESS
ADMINISTRATION

HARVEY LEE BUNCH JR . . . RD #1, Downingtown, Pa., 19335 . . . B.S. IN ELECTRONIC PHYSICS . . . Corresponding Secretary of IEEE.
 DONALD W. BURG . . . 614 Avenue "F", Tre-
 vose, Pa., 19047 . . . B.S. IN ACCOUNTING.
 FRANK ALAN BURR . . . 1603 Ridgeway Ave.,
 Willow Grove, Pa., 19090 . . . B.S. IN MANAGE-
 MENT.



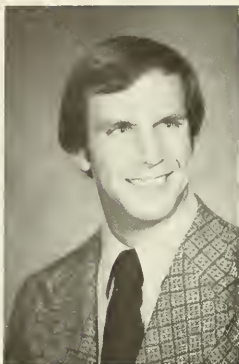
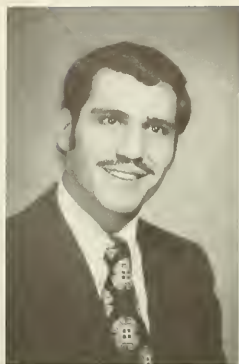
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 ING.
 JAMES J. CABRY . . . 3342 S. Keswick Rd.,
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 HAROLD R. CAFFREY . . . 3366 Jennings Lane,
 Chalfont, Pa., 18914 . . . B.S. IN BUSINESS AD-
 MINISTRATION.



*A teacher affects eternity, he can never tell where his
 influence stops.*

Henry Brooks Adams

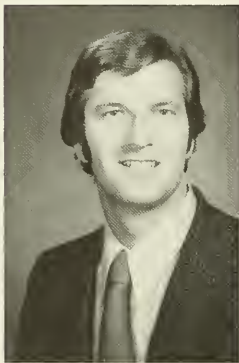




MICHAEL CARUSO ... 529 High St., Philadelphia, Pa., 19144 ... B.A. IN HISTORY EDUCATION.

WILLIAM D. CHUBB ... 520 Pen-Ambler Dr., Ambler, Pa., 19002 ... B.S. IN MARKETING.

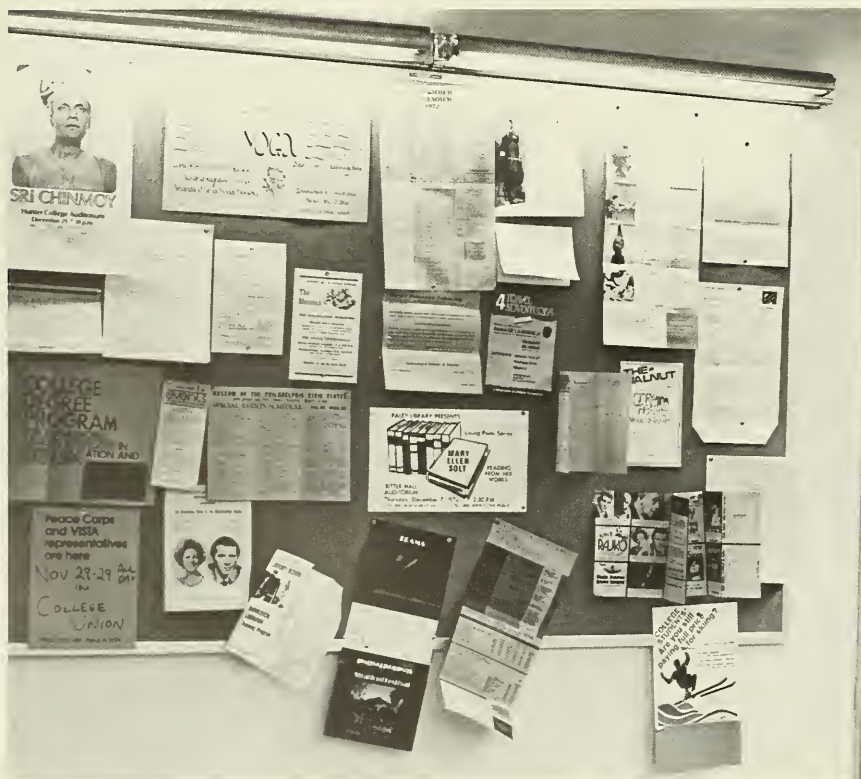
GREGORY STEPHEN CIPA ... 3348 Disston St., Philadelphia, Pa., 19149 ... B.S. IN FINANCE.



ARMAND J. CIRONE ... 2525 Creek Rd., Langhorne, Pa., 19047 ... B.S. IN MARKETING ... IEEE, Marketing Association.

WALTER CLAUHS ... 44 Underwood Rd., Levittown, Pa., 19056 ... B.S. IN PHYSICS.

HARRY J. COLLINS JR ... 1424 Sandwood Rd., Conshohocken, Pa., 19428 ... B.S. IN BUSINESS ADMINISTRATION.



MR. GERALD A. TREMBLAY

To me, students seem as well motivated as in previous years. They are still aware of their realistic goals and anxious to receive both a practical and enriching education. Certainly women have been an intellectual and social stimulus. Greater variety of opinion and greater possibilities for sharing views have resulted from their presence. I have not noticed any changes resulting from Church changes. *Most students need to be freed from feeling the professor has the answers.* I would hope my students would take with them a better idea of their capabilities, a more sensitive approach to literature, and the relationship between themselves and others.

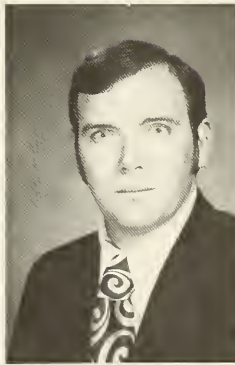
"He made me realize there is poetry in all things and Life is to be lived, now." R. Verna

"... very much interested in the pursuits of the students as well as being a very good teacher." G. Lambert

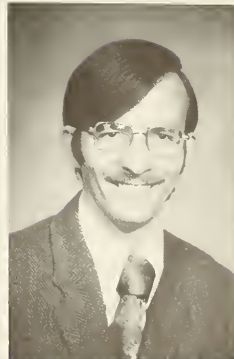
Mr. Gerald A. Tremblay, English

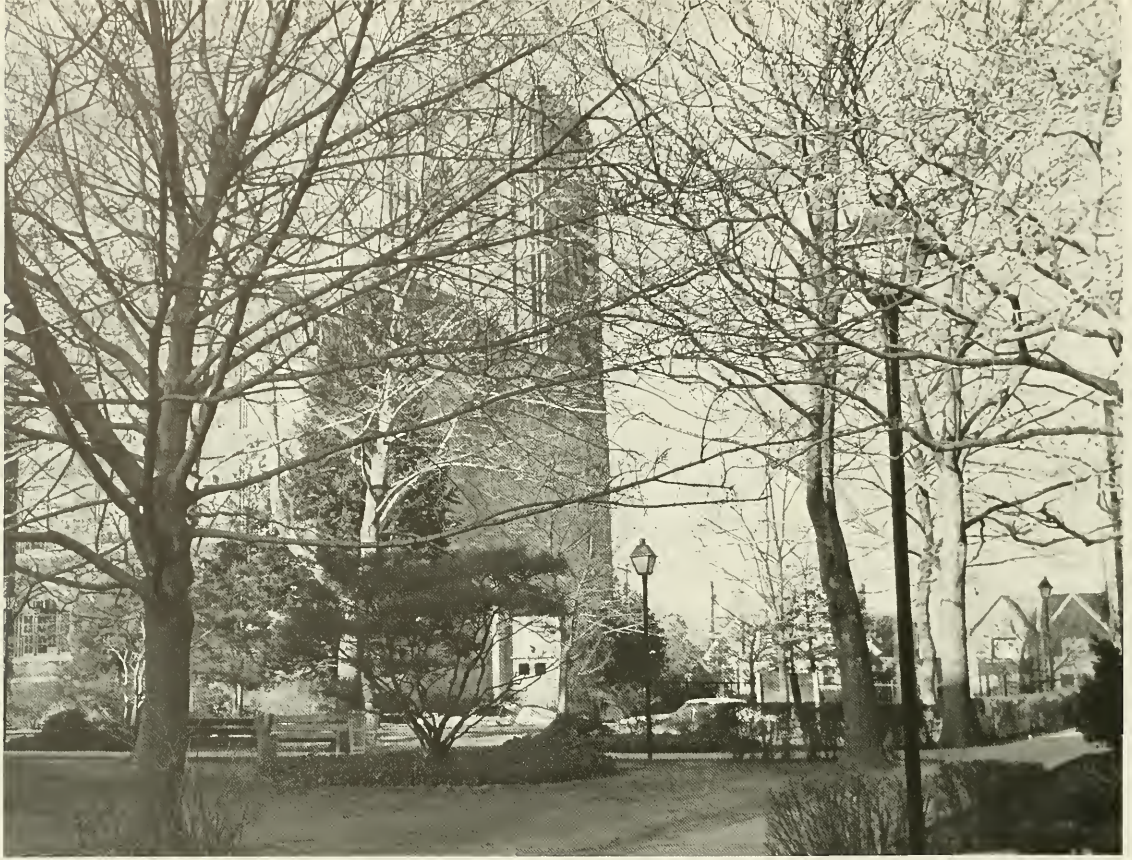


ANTHONY JOHN COLOZZI ... 15054 Carter Rd., Philadelphia, Pa., 19116 ... B.S. IN BUSINESS ADMINISTRATION ... Senior Social.
GERARD J. CONLEY ... 3644 Essex Lane, Philadelphia, Pa., 19114 ... B.S. IN BUSINESS ADMINISTRATION ... Student Congress.
WILLIAM CONNISON JR ... 3701 Berkley Rd., Cornwells Heights, Pa., 19020 ... B.S. IN ELECTRONIC PHYSICS.



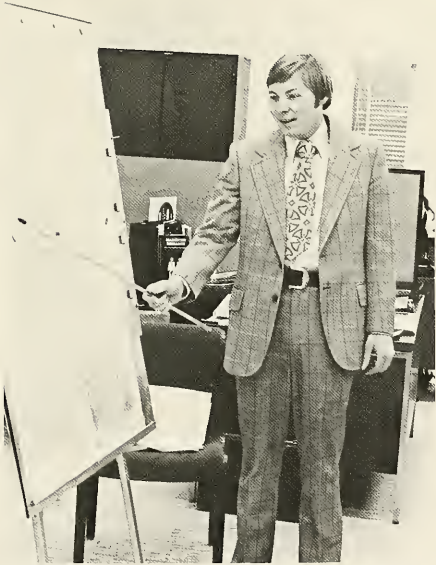
JOHN J. CONNOR ... 209 Kenilworth Ave., Philadelphia, Pa., 19120 ... B.S. IN MARKETING.
FRANK COONAHAN ... 132 Carlisle Rd., Audubon, N.J., 08106 ... B.S. IN ACCOUNTING.
RONALD W. COOPER ... 1046 Alcott St., Philadelphia, Pa., 19149 ... B.S. IN ACCOUNTING.







A Day In The Life Of...



*John Soffronoff
Susan Soffronoff
John Jr.
Melissa Ann*

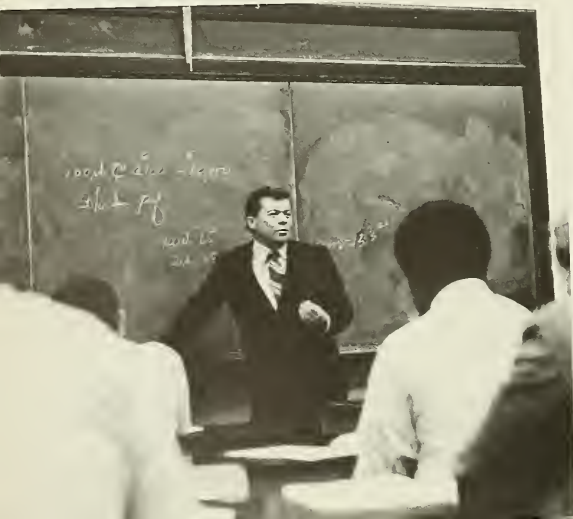
*Marketing Degree
in 8 years*



Dr. Robert K. Preston, Chemistry



Mr. George R. Swoyer, Marketing



DR. ROBERT K. PRESTON

The quality of students is very much poorer, as is their general attitude toward study habits, preparing for examinations, etc. They seem to lack the drive and enthusiasm of earlier students. I would like to see greater emphasis on examinations and demonstrated ability of comprehension in any given field of study. I would like to see my students take from my class a strong desire to continue their learning to become scholars to the limit of their ability and to become "gentlemen."

"He motivates one to achieve." R. Malason

MR. GEORGE R. SWOYER

Students are more capable and more serious about learning; more demanding of courses and teachers. Women on campus have made the setting more realistic, certainly more decorative, and have possibly stirred the men (scholastically) so that the men wouldn't suffer by comparison. Along with the general trend nationally and even internationally, the students appear to be apathetic toward religion. I would like to see a closer relationship between students and faculty members within the major field. I realize that this lack is caused by severe time limitations on both sides. But it seems to me that something can be worked out, even if only a "course" which would be without specific format where various pertinent material, problems, topics of current interest, etc. can be discussed. Two things I would hope students would take, not necessarily from my classes, but from the college generally: 1. The realization that a college education is designed primarily to broaden one's horizons, make life more meaningful (or as the advertisement says, to get more gusto out of life) rather than to provide a way to get faster advancement and more compensation unless these are means to those ends. 2. An enhanced ability to express oneself orally and in writing.

"... dynamic instructor and educator of both theory and practical experience." F. Higgins

MR. FRANCIS X. O'CONNOR

Today's student is generally younger and desirous of a more complete college education. They are more active in student organizations and activities. This is particularly true of the female student. I believe, though, we have gone too far in permitting today's informal approach to education. In my opinion, education must be controlled within very definable disciplinary perimeters. Colleges cannot be run as a democracy. The administration must dictate what is to be taught, rather than have the students vote on what they want to learn. What I hope students will take from my class? Let's not kid ourselves. If my students get what I'm paid to give them (a good knowledge of Intermediate Accounting), I'll be satisfied. In two and one half hours a week for three months, you don't develop their character, make them better citizens, or anything like that.

*"Was most helpful during my years at La Salle.", J. Kehrlé
 "... good instructor", L. Glessner; "... the most liked Accounting teacher", R. Davenport*

SISTER MARY CHARITY KOHL

Basically, I do not perceive myself as primarily a teacher, but rather as an Enabler—one who transfers to others an experience, rather than concepts, with a view to eliciting from them reflected action and change . . . Most of my students are men, usually fathers of young families. Their concern for an increased knowledge of child and youth development which can be implemented in their own family system is impressive. Many of the personal encounters I have enjoyed with these students have deepened my respect and regard—and made me feel somewhat humble at the significant return for such small investments on my part.

"Dynamism—excellent teacher" Sr. Valentini

"One of best (instructors) in school" W. Horrocks



Sister Mary Charity Kohl, Sociology

MR. GEORGE J. BROOKES, JR.

The students of today have not changed from those of eight years ago. I have found that their ideals, goals, and objectives are just as high as they were then and probably will become higher as they perceive the real requirements of life. I would like to see the return of the Es-pirit de Corps that at one time permeated La Salle College. I would like my students to take from my class a keen sense of personal responsibility to God, Country, and Fellowman. "Pro Deo Et Patria"

"Dedication, genuine interest and concern for student needs. Extremely professional with excellent ability to communicate."
R. Liney



Mr. George J. Brookes, Jr., Economics

MR. ROBERT L. MACAULAY

I've only been a member of the faculty for 2½ years, but I'm already impressed by the overall high level of maturity in our students. The addition of women has created a more normal atmosphere rather than effecting substantial change. Changes in the Church have probably accelerated the drift away from strict adherence to orthodox principles. However, the students appear cognizant and often times dedicated to sound moral and spiritual values. I believe we have a wealth of talent on the Evening Division Faculty in many specialized areas. Perhaps the college should establish small seminar (case study) groups in Accounting, Economics, Finance, and Mathematics for students in the advanced stages of their programs. Particularly gifted and/or motivated students who anticipate graduate study would benefit greatly. Perhaps 25% of our students shouldn't attend college. Unfortunately, they are only spinning wheels. Approximately 50% are striving for technical competence in a particular discipline or perhaps middle management stature which most of them will achieve and our program facilitates their needs. The remaining 25% are particularly gifted and could rise to the very top. Unfortunately, these gifted individuals aren't generally cognizant of their capabilities and potential. I hope that I've contributed to their growing awareness of equality with their business contemporaries who appear superior due to social and economic advantages.

"Exemplifies the highest ideals of dedication and professionalism." C. Smith, Jr.





JOSEPH J. COYLE ... 6605 Montague St., Philadelphia, Pa., 19135 ... B.S. IN GENERAL BUSINESS.

MARGARET ANN CRAIG ... Phoenix Apt. V-7, Beverly, N.J., 08010 ... B.A. IN HUMANITIES ... Economics Club, Education Club.

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WILLIAM J. CUNNINGHAM ... 24 Sioux Rd., New Britain, Pa., 18901 ... B.S. IN INDUSTRIAL MANAGEMENT ... Evening Div. Basketball Team.

Education is ... hanging around until you've caught on.
Robert Frost





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JOHN GEORGE DARRAH ... 2647 Levick St., Philadelphia, Pa., 19149 ... B.S. IN MANAGEMENT.

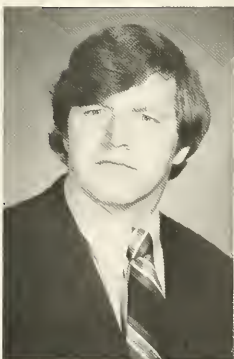
ROBERT V. DAVENPORT ... 251 Edgehill Rd., Glenside, Pa., 19038 ... B.S. IN ACCOUNTING.



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MICHAEL DEL VISCIO ... 3324 Vista St., Philadelphia, Pa., 19136 ... B.S. IN ACCOUNTING.



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JOHN C. DOOLEY ... 3055 Rorer St., Philadelphia, Pa., 19134 ... B.S. IN ACCOUNTING ... Evening Division Basketball Team.

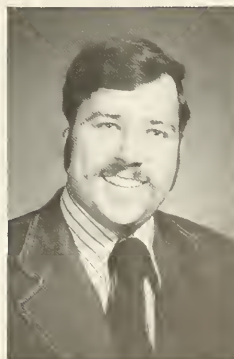
JOSEPH P. DUFFY ... 323 W. Logan St., Philadelphia, Pa., 19144 ... B.S. IN GENERAL BUSINESS ... Student Congress.

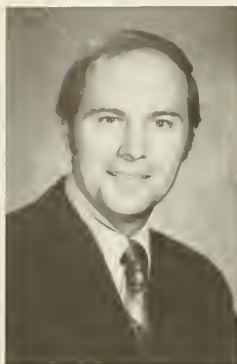


PATRICK A. DUFFY ... 3303 Englewood St., Philadelphia, Pa., 19149 ... B.S. IN GENERAL BUSINESS.

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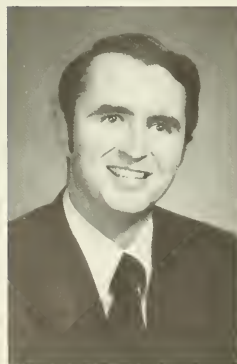
GUNTHER ETZLER ... West Rock Rd., Perkasie, Pa., 18944 ... B.S. IN MANAGEMENT.
 GERALD S. FARBER ... 9137 Revere St., Phila., Pa., 19152 ... B.S. IN MARKETING ... Student Congress and Activities Board, S.A.M.
 LEON A. FASO ... 6045 Chester Ave., Phila., Pa. ... B.S. IN ACCOUNTING.



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EDWIN J. FEENY, JR. ... 33 E. Willow Grove Ave., Phila., Pa. 19118 ... B.S. IN BUSINESS ADMINISTRATION.

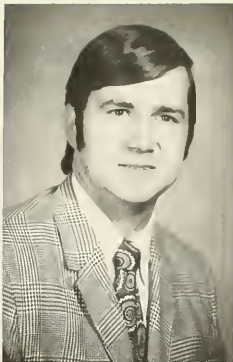
ROBERT G. FITTON ... 1039 Elbow Lane, Warrington, Pa. 18976 ... B.S. IN MANAGEMENT ... Student Congress.



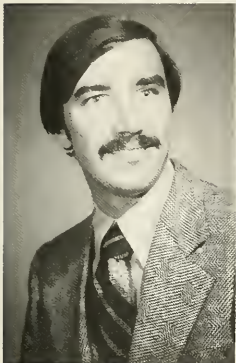
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EUGENE P. FLEISHER ... 526 "B" Midvale Ave., Phila., Pa. 19144 ... B.A. IN HISTORY.

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DAVID J. FORTUNATO ... 420 Tanner Ave., Hatboro, Pa. 19040 ... B.S. IN GENERAL BUSINESS.
JAMES A. FOX ... 1923 S. Bouvier St., Philadelphia, Pa. ... B.S. IN MARKETING.



JAMES T. FOX ... 1780 Tomlinson Rd. Apt. 6B Philadelphia, Pa. ... B.S. IN MARKETING ... Vice-President Marketing Association.
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CATHERINE C. GARBAY ... 4424 Barry Rd., Philadelphia, Pa. ... B.S. IN MANAGEMENT ... Student Congress.

FROM THOSE WONDERFUL



"I had never seen with a camera before. I found it distills. But its purity forces closer observation, and a discovery—more, much more is there. I hope I can see, discover with the camera's eye, to see beyond beauty."

Bob Verna Editor-in-Chief

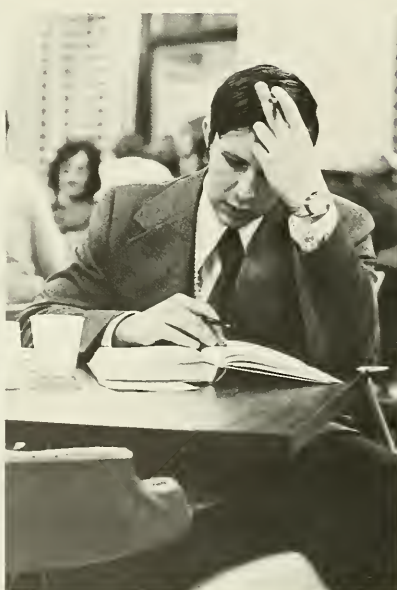
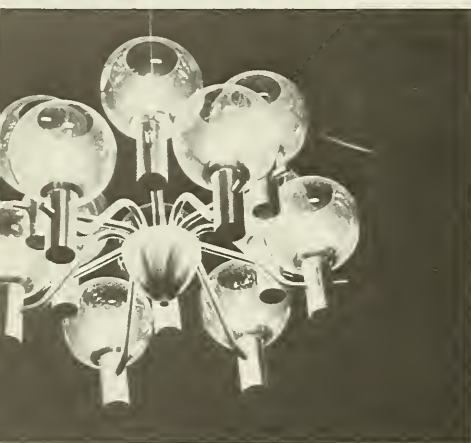


VOYEURS WHO BROUGHT YOU THIS BOOK!



"Once a person gets involved in photography, he starts seeing objects, buildings, scenery, and people as prospective pictures. But in all my picture-taking I have not encountered a subject that is as lively, attractive, and fun to work with, plus as hard to please, as a woman."

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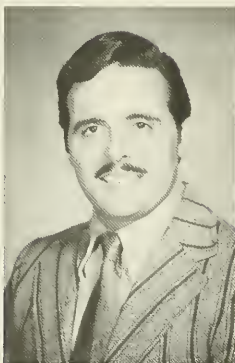


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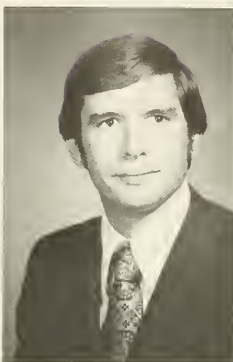
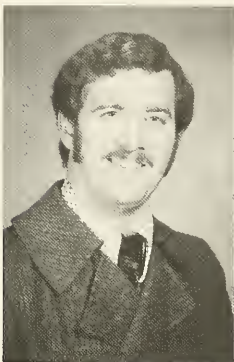
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JOHN P. HAGAN ... 3245 Comly Place, Philadelphia, Pa., 19154 ... B.S. IN ACCOUNTING ... Co-Chairman, Senior Class; Student Congress.

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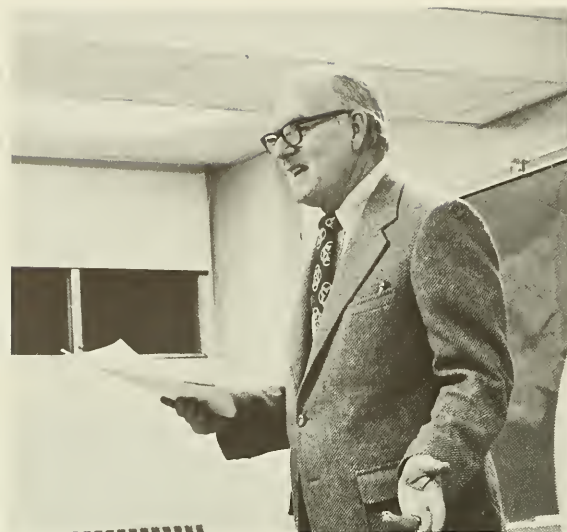
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ELIZABETH C. HELDAK ... 403 W. Raymond Street, Philadelphia, Pa., 19140 ... B.A. IN ELEMENTARY EDUCATION ... Humanities Association.



Dr. Victor D. Brooks, *Psychology*

DR. VICTOR D. BROOKS

After teaching 35 semesters and 12 summer sessions in the Evening Division, the following changes have been perceived: my students seem to have become much more highly motivated, have better high school backgrounds, and as the psychological tests have indicated, much higher IQs. The result has been higher grades, generally. The young ladies attending La Salle in the evening, at least those that show up in my classes, are the "cream of the crop" from the local high schools who just haven't gone on to day college for any number of reasons. They, too, are highly motivated, interested in academic success and, I am glad to say, very intelligent—generally. I say "generally" because there are a number of women students who are at La Salle merely to meet men, and that is that. There has been a drastic change in the attitude toward religion in the past few years. Indifference, or even annoyance, with the prayer before each class has been widespread. Other changes noted are: the initiation of a student wives group; married women now attending evening classes; husbands and wives in classes; change in the nature of the Evening College from a predominately business oriented college to a predominately liberal arts orientation; reduction in the requirements of philosophy and theology; implementation of new programs and majors such as in psychology and sociology. Smaller classes are common. There seems to be less activity on the part of the students in extracurricular activities. More electives in the majors is also common; more students serving on faculty and administration committees than ever before.

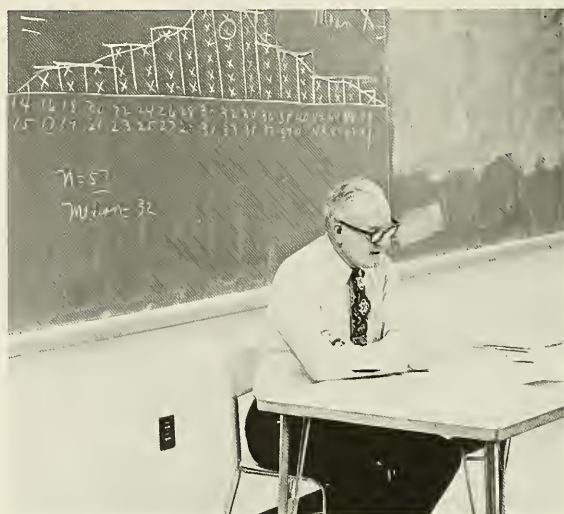
"Excellent instructor--helped make my stay at LSC a meaningful experience." J. Marcinek, Jr.

Regarding changes I would like to see at La Salle Evening Division: more freedom in the selection of courses, e.g. more general electives; more attendance freedom; although the instructor evaluation program should be continued, they should get rid of the present rather amateurish, highly subjective, irrelevant questionnaire and allow each department to structure its own questionnaire that would be relevant to the course and subject. (I shouldn't complain about the present system since I always score extremely high in the various factors measured by it.) Not only allow but encourage wives and/or husbands of students to attend classes with them free of tuition, with the permission of the instructor, of course; reestablish the Student Congress socials; have the College help finance both the Senior Social and the Student Congress socials to relieve the students of at least part of the financial burden.

"Through his psychological testing, Dr. Brooks was able to have most of his students take stock of themselves." F. Curran

This is what I try to accomplish in my classes each semester: to give the students a thorough knowledge of the subject so that they obtain a good background in psychology in order to go on to other psychology courses and, if they are psychology majors, to help them do well in the Graduate Record Examinations; if they are not particularly interested in going on in psychology, to give them some insight into human behavior and to determine what makes people "tick"; to help them discover something about their personalities, interests and aptitudes so they will know what occupation they should follow; to help students increase their ego or get over a feeling of inferiority by giving them tests of intelligence that reveal, generally, they are as intelligent as day school students; if they are especially good students, to have them switch to psychology because of the many opportunities in the field.

"Truly interested in the E.D. student." J. Bergin
"Very inspiring and a helpful teacher." B. Nolan, Jr.



Mean, Median and Mode



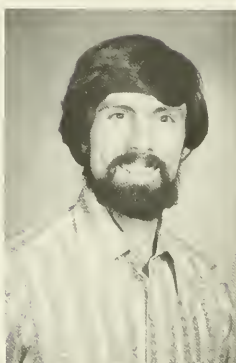
*... Find beauty not only in
the thing itself but in the
pattern of shadows, the
light and the darkness,
which that thing produces*

...

Tanizaki Junichiro



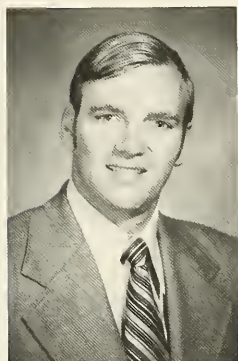
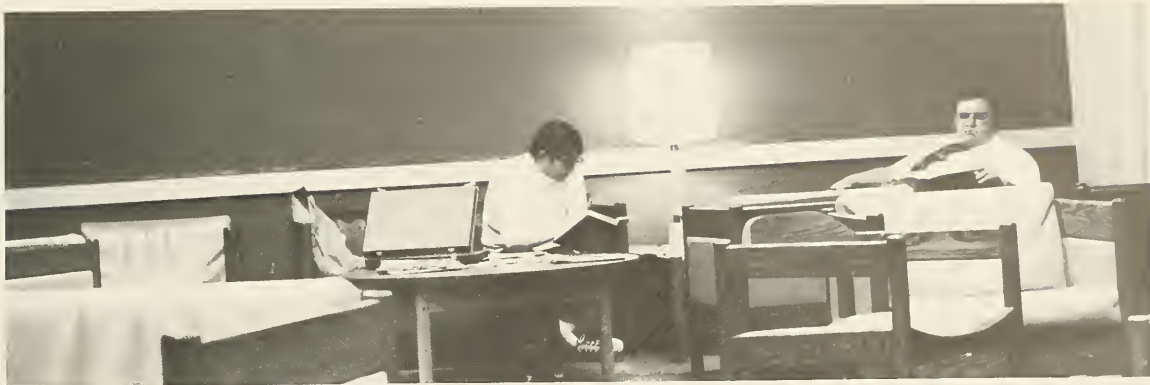
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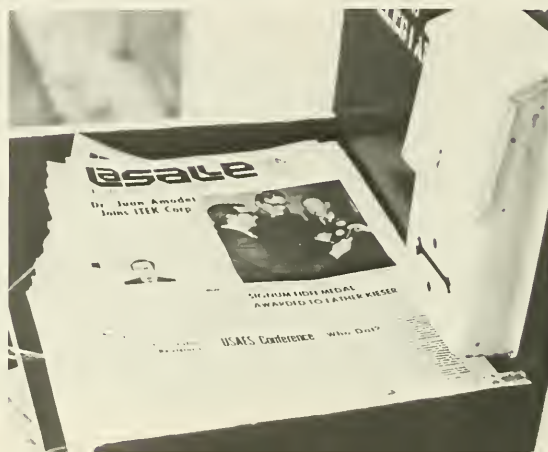




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WIVES' CLUB



BASKETBALL TEAM
(Champs, 71, 72)



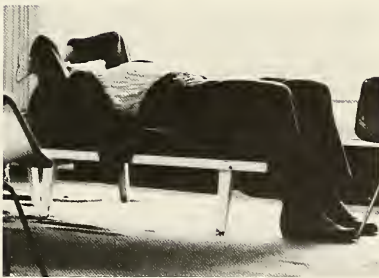
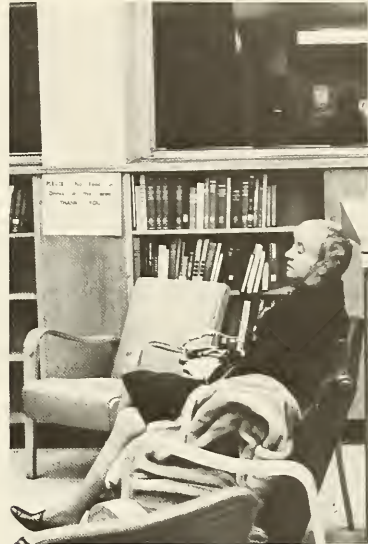
S.A.M.
SOCIETY FOR THE
ADVANCEMENT
OF MANAGEMENT

CROSS KEYS
FRATERNITY









*"We are such stuff
as dreams are made on . . ."
William Shakespeare*





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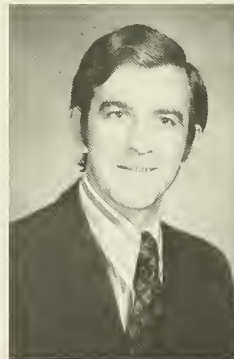
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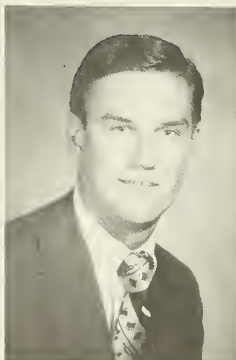
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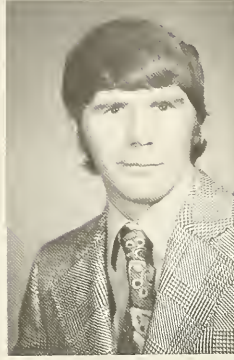
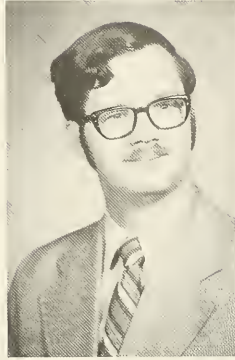
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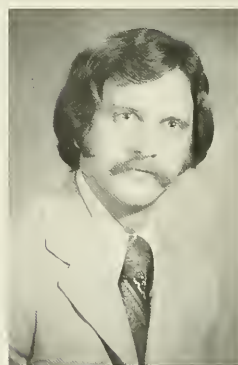
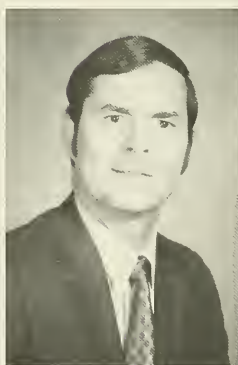
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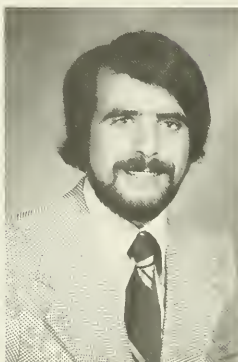
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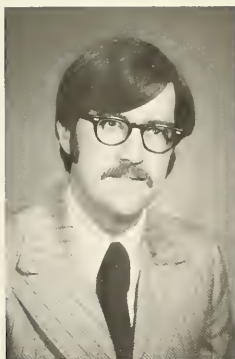
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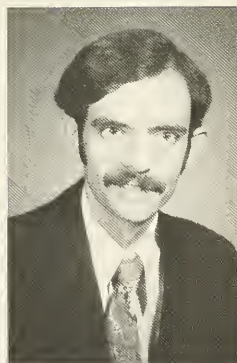
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THOMAS MALANDRUCCO ... 3700 Sheaff Lane, Apt. 509, Philadelphia, Pa. 19145 ... B.S. IN ELECTRONIC PHYSICS.



LONG DAY'S



Catherine C. Garbay, *Programming Coordinator*



Richard D. Bennett, *Steamship Agency*



Barry Augustus Mitchell, *Credit Supervisor*



Sidney Carol Stern, *Research Assistant*

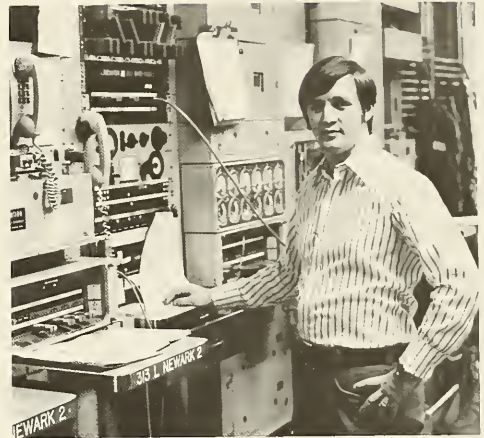
J O U R N E Y



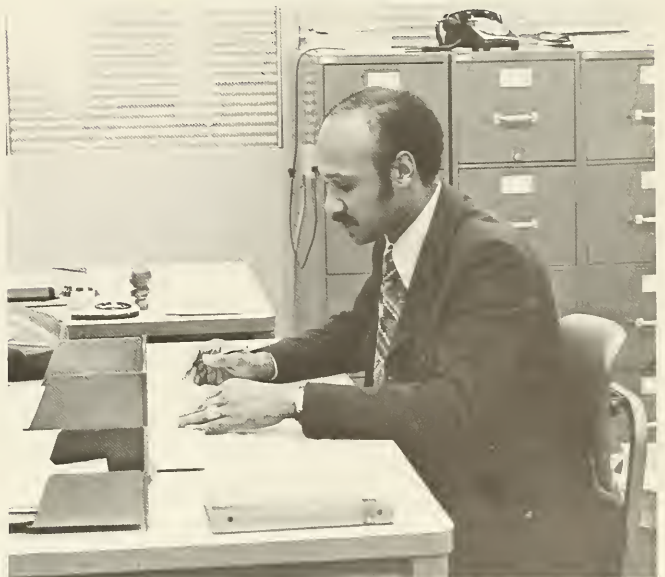
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Linda Kopitsky, *Dialysis Nurse*



Thomas E. Gore, Jr., *Communications Craftsman*



Martin A. Holloway, Jr., *Federal Mgt. Examiner*

JOURNEY

INTO



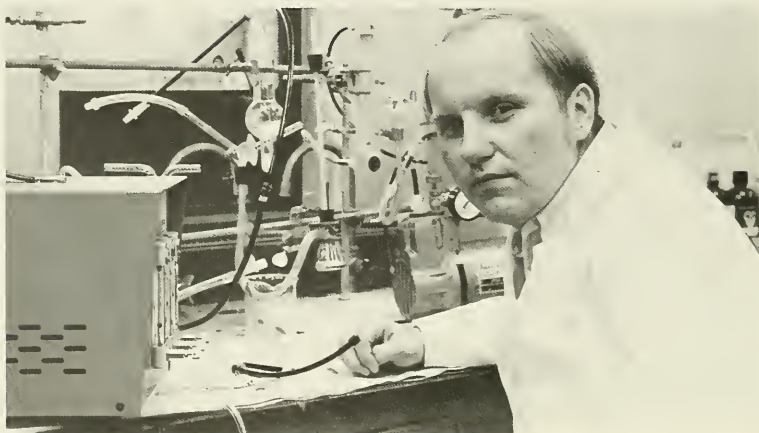
Anthony W. Trotter, Clubhouse Mgr.



Janice P. Hausman, Housewife

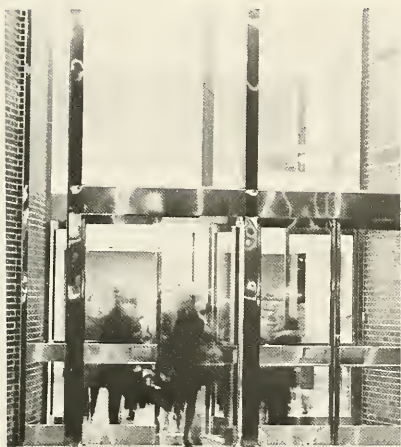


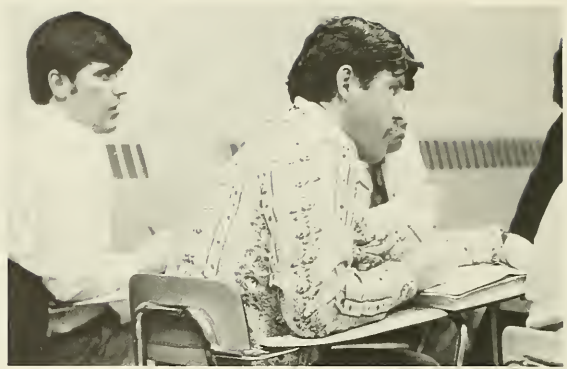
Nicholas A. Tulini, Men's Hair Stylist



Donald Kutys, Air Pollution Chemist

NIGHT





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JAMES W. MAXWELL ... 2444 Ardsley Ave., Glenside, Pa., 19038 ... B.A. IN HISTORY ... History Advisory Board.

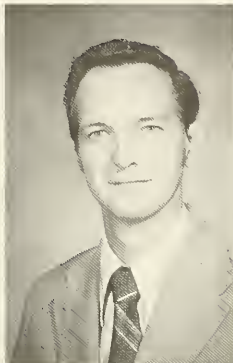


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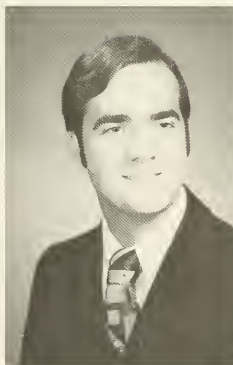
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 DONALD MILLER ... 1235 Virginia Ave., Cornwells Heights, Pa., 19020 ... B.S. IN MARKETING.
 BARRY AUGUSTUS MITCHELL ... 7615 Thouron Ave., Philadelphia, Pa., 19150 ... B.A. IN HISTORY ... Student Congress Representative.



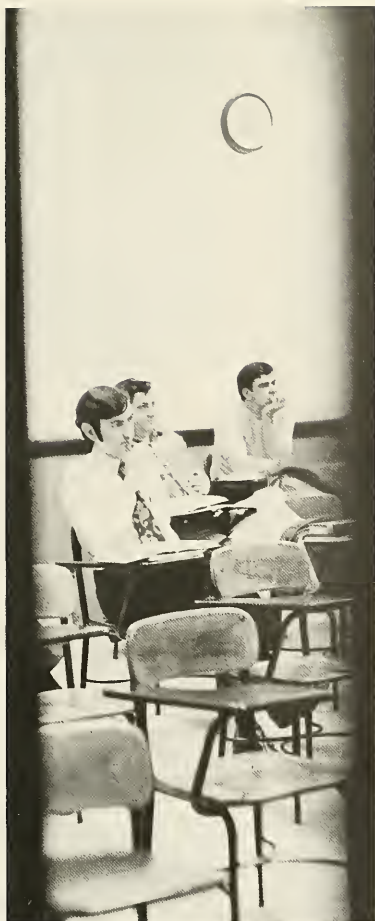
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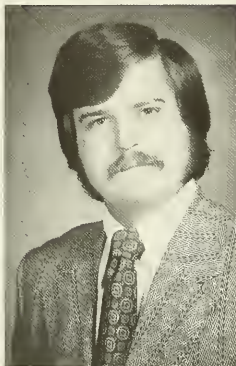




PURSUIT OF KNOWLEDGE UNDER DIFFICULTIES

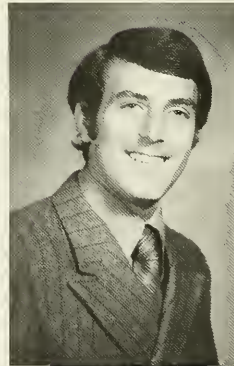


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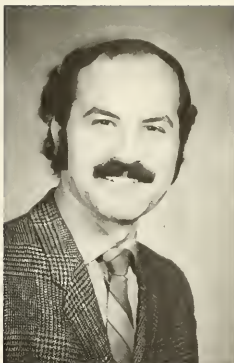
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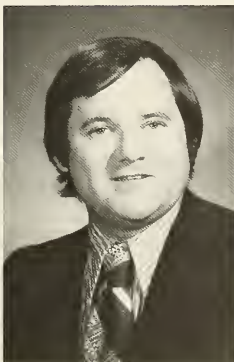


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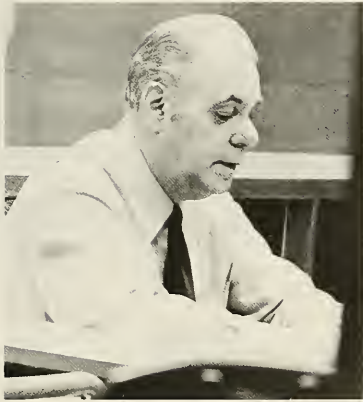
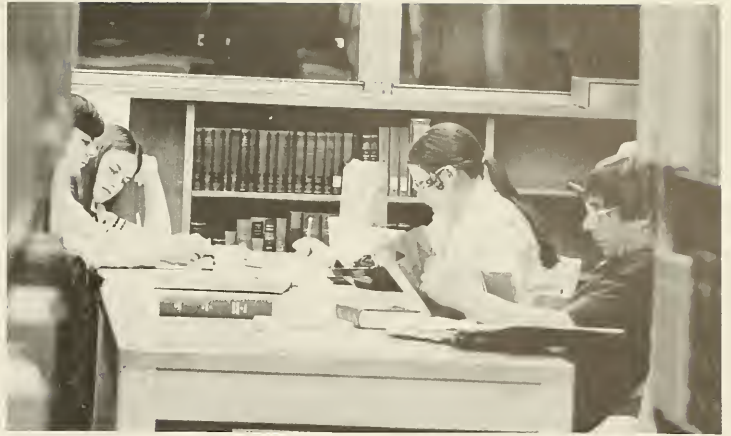
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*... Outside, the great world spins its way,
Here studious night dogs studious day.
A mighty store of dusty books,
Little and great, fill all the nooks,
And line the walls from roof to floor ...
("My Books" Justin Huntly McCarthy)*









Our lives are merely strange dark interludes in the electrical display of God the Father!

Eugene O'Neill



A L L I N T H E



Dorothy Muessig and Family



G. T. McAllister and Family

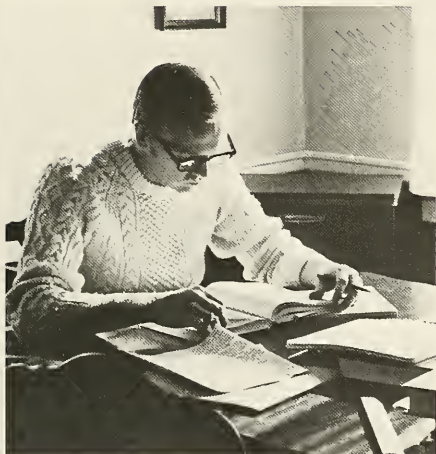


John M. Flynn and Family

F A M I L Y



Anthony W. Trotter and Family



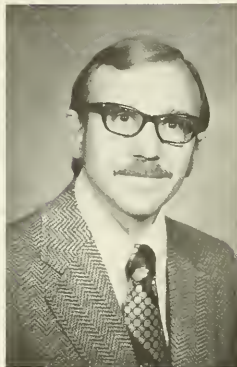
*All are but ministers of Love . . .
Samuel Taylor Coleridge*



Kenneth W. Roper and Family



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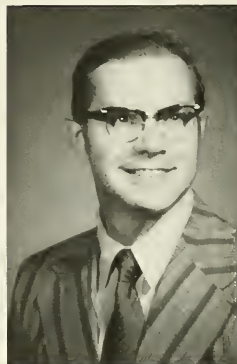


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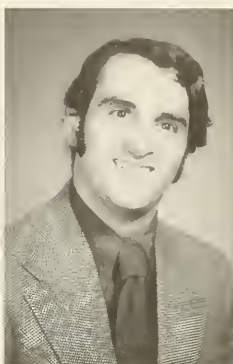
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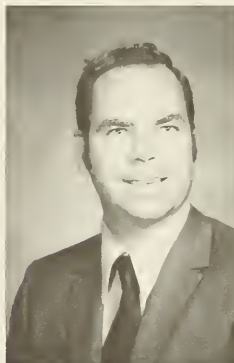
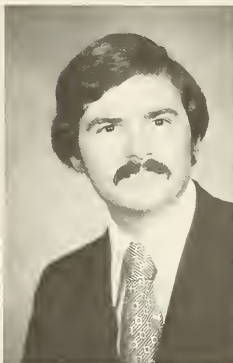
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MR. EUGENE FITZGERALD

My experience with Evening Division students in the last seven or eight years convinces me that they want an education that is equivalent in all qualitative respects with that offered during the day. Perhaps it is because many night students revel in the challenge of learning viewed as an adventure, rather than viewing their curriculum as the means towards a "bigger buck" or a better position. Students appear to be more skeptical, more inquiring, and obversely less docile than those here ten or fifteen years ago. But if this is true, the present students are open and tolerant to a diversity of views and opinions. And that does not seem to me to be a contradiction. Women on campus, for example, is regarded as a fact of life and their presence can best be seen as contributing to the steadily developing intellectual climate. I feel very keenly about the need to discover ways of allowing wives and/or husbands of Evening Division students to share the learning experiences of their spouses. This could be done most expediently by encouraging professors to invite such people to their classes. What concerns me most is the possibility that a general intellectual and cultural disparity would come about because married people cannot share mutual experiences vital to them.

I personally do not want my students to feel that they leave my classes with a fragmented collection of principles and facts. Principles and facts exist only instrumentally as means towards the larger reality of the discipline or course itself. Principles and facts may be largely forgotten at the termination of a course. But the experience of being more revealed to one's self and knowing why we know—that is the liberation that comes about through the learning enterprise.

"Presentation well planned and availability to the student when he or she encountered difficulty in the course." R. O'Sullivan



MR. FRANK PINTO

In my limited three year experience at LSC, I have been unable to note any concrete evidence of change. Tremendous drive, ambition, and dedication, however, is one consistent theme that I have perceived over the years. Philosophically, I would like to see a rededication to teaching excellence. I don't mean to imply that teaching excellence has been shelved at LSC; in fact, the opposite is true. It is my hope that LSC never stray from its primary commitment to teaching excellence. It's my primary objective in the classroom to give a student the proper historical perspectives necessary to enable the individual to extract a meaningful relevance to the enigmatic present as well as to the shape of things to come.

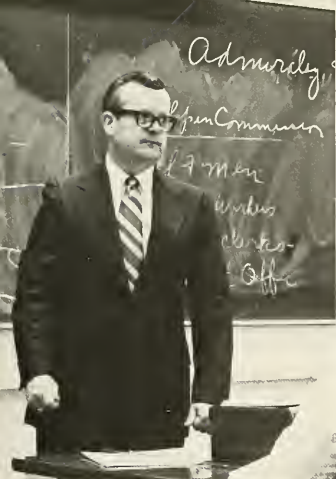
"Knowledgeable in his field; interesting and forthright in his presentation." G. Gebhardt



Mr. Eugene Fitzgerald, Philosophy

Mr. Frank Pinto, History





Mr. Walter Van Stan, Jr., Statistics

MR. WALTER VAN STAN

Today's students at night are still highly motivated, extremely respectful Ladies and Gentlemen. Almost without exception I have always found La Salle students eager to learn when motivated properly.

What changes would I like to see at LSC? None—keep it like it is!

I would hope that students would take (from my classes) a good understanding of statistics and mathematics and how they apply to the business world of today. I try to draw direct classroom situations to the business world that I know from my business career of twenty-five years. I try to point out that a career in business can be challenging intellectually and offers rewards far beyond the material ones. I have no hesitancy to advise a young man or woman to take up a business career.

"Good teacher; enjoys his work." P. Gilligan

"Effective as an instructor." F. Ellow, Jr.



Mr. Gary K. Clabaugh, Education

MR. GARY K. CLABAUGH

Over the past decade or so, many of us have come to recognize that modern mass society pushes us into a bewildering image of specialized nooks and crannies. The system then defines us in terms of the particular space we occupy. There we all sit in our confining niches, bewilderingly isolated and out of touch with those in the thousands of niches around us. We want to speak and to be spoken to, want to touch and to be touched, want to hear and be heard, but we cannot. The walls that classify us and confine us simply echo our own words. As we live, we are told in a thousand subtle ways that those in another section of nooks and crannies are made of fundamentally different stuff. This gives rise to a malignant "pseudo-speciation." Human beings come to think of other human beings as objects rather than subjects. They become "teachers" or "students," "blacks" or "whites," "Chinese" or "Americans"—different "species", one from the other. Ultimately, such "pseudo-speciation" allows one human to treat another human with repulsive savagery. And therein lies a major basis for the misery and folly that engulphs us all. However, as I look around me, at La Salle and elsewhere, I find more and more human beings who perceive the obscene absurdity of such a life and are searching for alternatives. From this I conclude, with sober and distant optimism, that neither misery nor folly are the inevitable lot of man. But humanizing our world presents challenges to the intelligence and energy of each of us that are without precedent. Hopefully, we humans that are La Salle can pool our resources for such a struggle. That is the change of emphasis that I would wish for us all. As to my humbler hopes for what my fellow men will take from the class we share? I desire a greater respect for their own individuality and that of others.

"He presents a unique experience in teaching methods." J. Flynn





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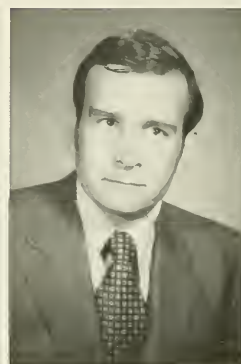
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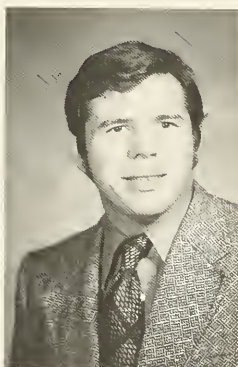
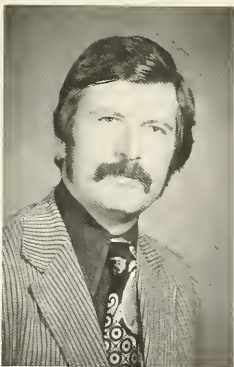
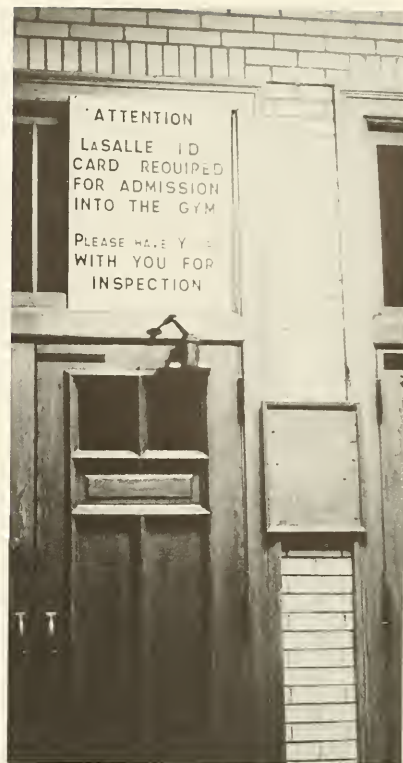


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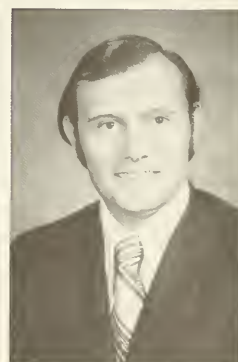
*"... whose distant footsteps echo through the corridors of Time."
Henry Wadsworth Longfellow*



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"His brand of education is something that can be put to use immediately. He changed my life." R. Verna



Dr. Jerome F. X. Carroll, Sociology

DR. JEROME F. X. CARROLL

A number of very significant changes have taken place at La Salle during the ten years I've taught here. Some of these changes include the following: the faculty, it seems has nearly doubled since 1962; blacks and women were appointed to the faculty; the relative proportion of lay to religious faculty increased significantly; also, the quality of faculty also improved greatly, e.g. more Ph.D.'s were added; in addition, procedures for student evaluation of the quality of instruction have been introduced. Other changes include: attempting to provide a stronger voice for both the faculty and student body in the various decision making processes at LSC; upgrading the commitment of the college to further enhance the quality of its Evening Division program; initiating critical examinations of the core curricula and effecting changes as a result of these efforts; new and exciting courses were also introduced including multi-disciplined, team-taught courses—in several instances students were given a strong voice in shaping the content and structure of these courses; also our library holdings were very significantly increased, while major new facilities such as the Student Union Building, new classroom building and the athletic facility were added. The post-Vatican II changes which began in Rome also managed to touch our college in many ways. I perceived a greater tolerance and appreciation at La Salle for other religious and secular points of view and life styles. The most drastic change, however, that I observed was the opening of La Salle's doors to women. In my opinion, this was long overdue. However, the most important fact is that it did finally occur.

I would like to see the college work even harder to promote the infusion of diversity among all its constituents—administrators, faculty, students, members of the surrounding community, as well as all other aspects of the La Salle experience. I also believe that there is in "dissent" a very valuable opportunity for revitalization, therefore, I would hope the college would seek to develop more effective processes by which controversial issues might be fully examined and constructively acted upon. I also would like to see more opportunities within our various departments for student "field ex-



"He is an excellent teacher." M. Dempsey
"Greatly influenced my perspectives on education." E. Heldak



perience". Work-study programs, e.g., should be increased. I also think that more emphasis on experiential and/or affective learning experiences within our classrooms would also enhance the learning experiences of our students. In this regard, perhaps, the faculty could be invited to voluntarily attend special seminars and workshops which would prepare them to integrate these educational skills with those they already possess. Finally, I would like to see La Salle begin to offer select graduate courses to study. I realize that this is an expensive undertaking, but if programs were developed with care, I believe this undertaking would prove to be very beneficial for the college. I hope my students will like themselves more than before the course began. They will know themselves more accurately and completely. They will be more understanding and accepting of others. They will also be better able to relate to themselves and others in terms of their thoughts and feelings. In addition, they will be much able to communicate with others—to share openly and honestly what is within themselves and to take in more perceptively, sensitively, and caringly what others are communicating. To accomplish these ends, I try to put my major emphasis upon the classroom experience, the learning process itself rather than the specific content of the particular course. This is not to say that the course content is neglected. It means that content is the tool or means by which the goal of personal growth and development is pursued within the learning experience. I emphasize student participation in all forms, include planning, implementing, and evaluating the learning experience. I especially rely upon discussion groups and experiential exercises (e.g. nonverbal communications, blind "trust" walks, role playing, etc.). Finally, I believe in mutual sharing. The demarcation between teacher and students for me is not a sharp line, but a graduated, everchanging interchange of roles. Together, the students and I seek to create an enjoyable, challenging, and personally relevant learning experience. When and if we are successful, we come away with the experience of having grown closer to one another as persons and being better prepared to live what the well known educator, John Holt, called "the good life."





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TION COMMITTEE ... WHO'S WHO.

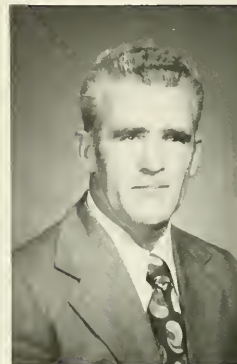
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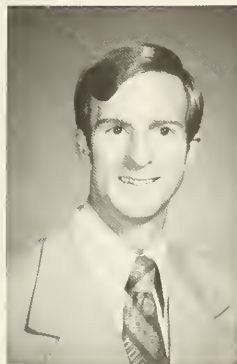
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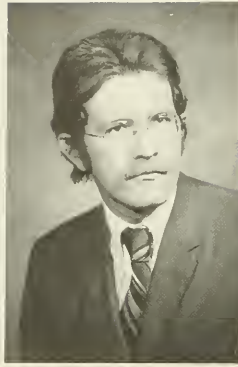
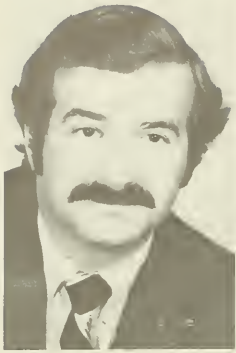
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 FRANK S. WENGRAITIS ... 12028 Waldemire Dr., Philadelphia, Pa. 19154 ... B.S. IN GENERAL BUSINESS.



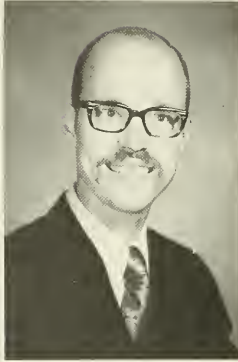
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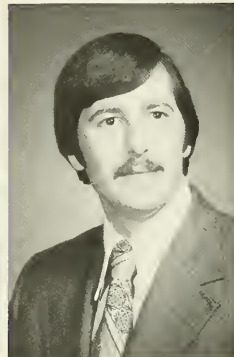


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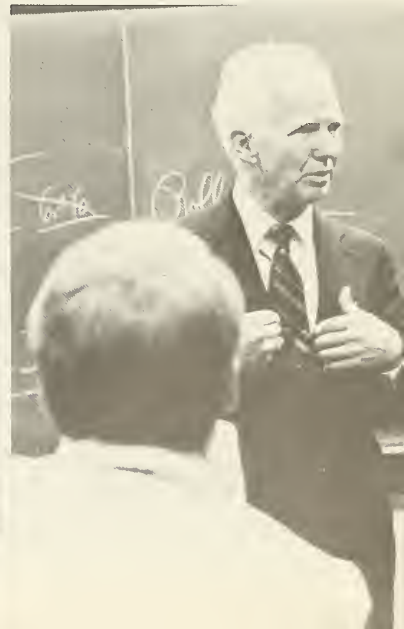
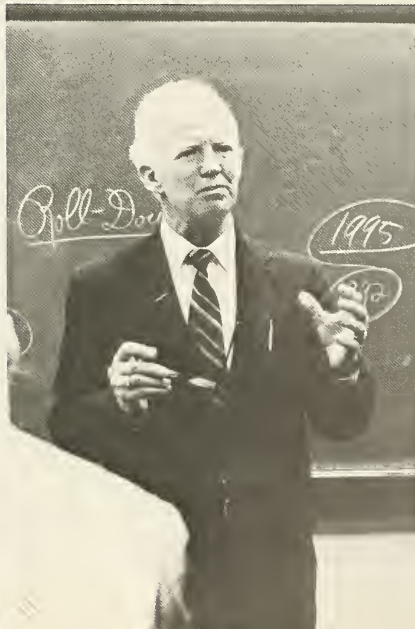
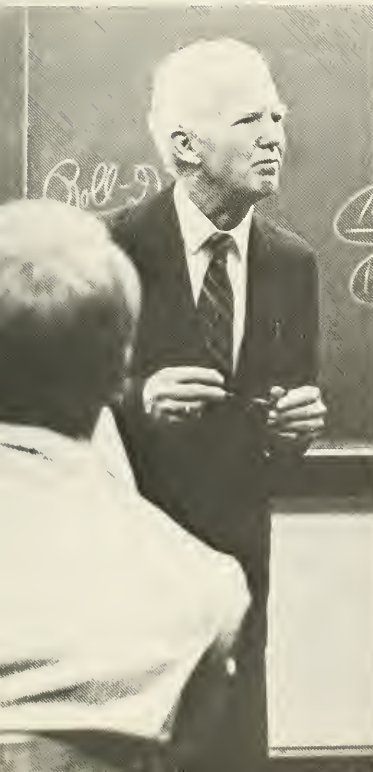


*"This life's dim windows of the soul
Distorts the heavens from pole to pole
And leads you to believe a lie
When you see with, not thro', the
eye."*

William Blake

Mr. John H. Christie, Insurance

*"Excellent Instructor" J. McLeod; "Great" J. Pellegrini; "Very like-
able person" J. Pasquarello; "Takes a great deal of interest in E.D.
students." A. Kahn*







To follow knowledge like a sinking star . . .
Alfred, Lord Tennyson



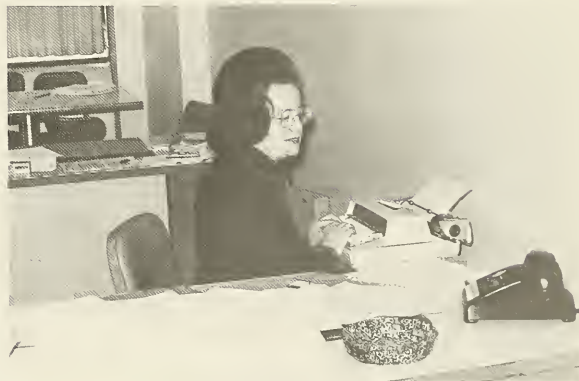
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ANTHONY J. HARRINGTON, B.S. IN ACCOUNTING

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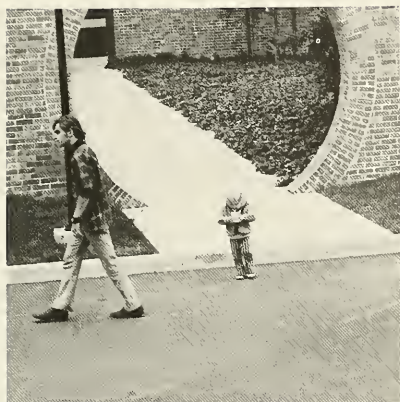
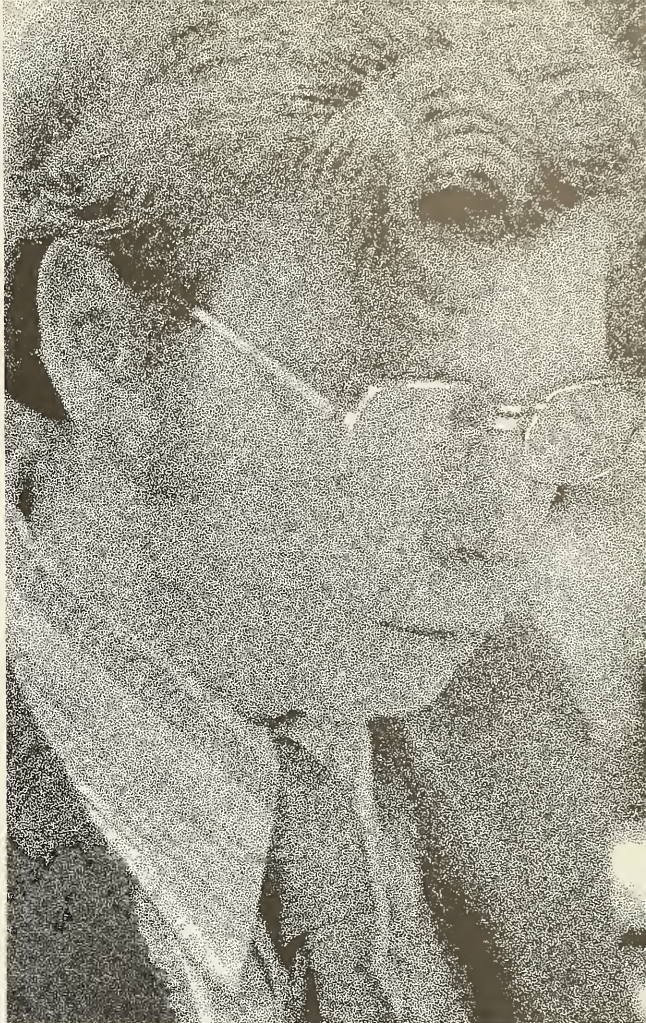
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Mary McGrory said to me that we'll never laugh again. And I said, 'Heavens, Mary. We'll laugh again. It's just that we'll never be young again.'

Daniel Patrick Moynihan,
November 1963



We travel together, passengers on a little spaceship, dependent on its vulnerable supplies of air and soil . . . preserved from annihilation only by the care, the work, and I will say the love, we give our fragile craft.

Adlai Stevenson, 1965

Of all the major events of 1968, only the march on the moon moved to a schedule set by reason. America's power to control events, it appeared, extended farther into outer space than within her own cities.

Theodore H. White, 1968



At the heart of everything is what we shall call a change of consciousness. This means a "new head"—a new way of living—a new man. This is what the new generation has been searching for, and what it has started achieving. Industrialism produced a new man, too—one adapted to the demands of the machine. In contrast, today's emerging consciousness seeks a new knowledge of what it means to be human, in order that the machine, having been built, may now be turned to human ends; in order that man once more can become a creative force, renewing and creating his own life and thus giving life back to his society.

Charles A. Reich, 1970

One word frees us of all the weight and pain of life: That word is love.

Sophocles, 495–405 B.C.

